SPRING 2020

Oregon's Extended School Closure Guidance: Special Education

Specially Designed Instruction Toolkit

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DISTANCE LEARNING FOR ALL: SPECIALLY DESIGNED INSTRUCTION

PLANNING FOR SDI

REVIEW THE GUIDELINES FOR DL4A: SPECIAL EDUCATION

IF THE IEP CAN BE IMPLEMENTED AS WRITTEN, NO AMENDMENTS ARE NECESSARY

IF THE SDI NEEDS TO BE ADJUSTED, CONSIDER USING THE ODE TEMPLATE

IF PARENTS DISAGREE WITH PROPOSED CHANGES, SCHEDULE AN IEP MEETING

THE FULL INSTRUCTIONAL DAY:

1) TEACHER-LED
2) SUPPLEMENTARY LEARNING
3) NUTRITION AND WELLNESS

Questions to consider for SDI Planning:

1) Can the Student's goals be met in DL4A?
2) What are the LRE options for SDI?
3) Can SDI be taught by both general education and special education in partnership?
4) How can you leverage the family/home environment strengths and support their needs when planning lessons and activities?

FOR MORE INFORMATION, REVIEW THE ACCOMPANYING PLANNING FOR SDI DOCUMENT

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Preamble

The Oregon Department of Education (ODE) is committed to providing guidance and support for districts and schools to ensure educational options are provided around the state that focus on Equity and Inclusion as we navigate unprecedented times together. **The Specially Designed Instruction Toolkit** keeps a focus on students being served in the Least Restrictive Environment during this extended school closure. We are steadfast in our commitment to all of Oregon's students--this includes students who experience disability.

The Specially Designed Instruction Toolkit is a resource document intended to support Special Education leaders and IEP teams in planning, preparation, and guidance as they navigate new ways of providing educational services in an unprecedented emergency closure. The goal of the Department is to ensure that students continue to receive equitable educational services throughout the extended school closure. Students who experience disability already experience different outcomes in graduation, post-secondary education, and employment options when compared to typical peers. The loss of instructional time, attention, and care from educators will have an impact on students' ability to engage in Distance Learning for All, attainment towards goals, and ability to re-enter school. Districts and schools should be considering the unique factors for each learner and the context of the family/home when planning for Specially Designed Instruction.

The Specially Designed Instruction Toolkit outlines possibilities for school teams to consider when planning instruction as well as focusing on supports available to ensure students have the greatest access to general education during this closure.

Acknowledgement

We wish to acknowledge that our guidance has been informed by educators and leaders in Oregon who have been critical thought partners. In the context of shared thinking, collaboration, and problem solving, our own thinking and planning have been enhanced. We appreciate the collective effort, as we rise to the challenge of serving our students and families during school closure. We are stronger together.

Additionally, we wish to thank State Education Agency (SEA) leadership across the nation and the Council of Chief State School Officers. We wish to explicitly acknowledge Washington, whose Office of Superintendent of Public Instruction has served as a key partner and consultant. Additionally, Kansas, California, Texas, Ohio, North Carolina, Arizona and Arkansas have contributed materials and resources that have influenced our thinking and planning.

Introduction

Distance Learning for All will be a process for students to receive ongoing interaction with their teacher. Each District should have their Distance Learning for All Plan in place by **April 13, 2020**. Please review the toolkit and timeline for implementation. Distance learning is not just online instruction. It provides for blended learning strategies and access to appropriate educational materials through multiple modes of communication. As schools transition to distance learning, successful approaches will be centered on **care, community and continuity of learning**.

This guidance[1] is organized into four sections to prepare districts to support Special Education teams with planning for Specially Designed Instruction:

SECTION ONE: Framing Values and Understanding Distance Learning for All
  1A. Guiding Principles
  1B. Guidelines for Distance Learning
  1C. Special Education

Section Two: Reviewing IEPs and Making a Plan
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  2B. Review Specially Designed Instruction
  2C. Evaluate the maximum amount of SDI written that can be delivered with Distance Learning for All
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Section Three: Amending IEPs as necessary
  3A. Use a Written Agreement and Prior Written Notice
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  3C. Hold an IEP Meeting

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  4B. Sample School District Plans

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[1] Please note that if a topic is included in multiple rounds of guidance, the most current guidance will supersede prior guidance. Our FAQs will be updated frequently to reflect the most current information. ODE will be organizing a webinar to provide clarification around Distance Learning for All requirements. Please send any questions to DistanceLearning4All@ODE.state.or.us.

SECTION ONE: Framing Values and Understanding Distance Learning

1A. Guiding Principles

We acknowledge that our public education system creates a problematic paradox around who the system is designed to serve. It is true that students who experience disability have outcomes that are far from their potential due to factors of oppression ranging from ableism, racism, low expectations, and gross misunderstandings. Special education teachers and teams have worked for decades to erode these inequities and prove that students who experience disability *can and should* succeed in our schools.

This is a microcosm of a larger inequitable system that centers privilege and denies equal opportunity for learning. Magnified by the COVID-19 crisis, our students who have been pushed to the edge of our system carry the disproportionate weight of trying to learn and achieve progress towards goals without the comfort and care of their trusted teachers and school support networks. It is incumbent upon each of us as educators to acknowledge the predictable inequities in our system and be held accountable to collective action. We don't pretend that any of our guidance resolves this problem or fairly distributes the burden but, in developing this guidance, we have worked with and vetted across many communities and will work tirelessly to ensure all students who experience disability in Oregon are supported. There is no doubt our ability to work strength to strength as educators, leaders, families, and community members is the most important way to focus on our students. ODE's guidance for students who experience disability during this time of school closure centers on *Care, Connection, and Continuity of Learning which requires an equity stance.*

ODE strives to live into our equity stance: *Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.*

In order to live into this stance, we must heighten our attention to particular groups of students who often bear the burden of the system's oppressive practices. We must see the strengths and meet the needs of students experiencing houselessness; students of color, including African-American/Black students; Alaska Native and American Indian students; emerging bilingual students; students of migrant and farmworker families; students experiencing disability; students who are LGBTQIA+, students in foster care; students who have medical and mental health needs; students that have experienced neglect, abuse, or trauma; and students navigating poverty. This is especially true for students who can identify with multiple categories.

As we lead this effort across Oregon, the **Distance Learning for All Guiding Principles** will anchor our state in common values and help generate collective action during this time:

- **Ensure safety and wellness.** Students need food, clothing, a safe place to learn and shelter, as well as a sense of care and connection, in order to engage in challenging intellectual work. Please see the ODE COVID-19 website for Mental Health and Social Support resources.
- **Cultivate connection and relationship.** Student connections and relationships with trusted adults promote belonging, which is especially important as learning takes place outside of the school setting.
- **Center in equity and efficacy.** Prioritize equity in every decision; build on cultural and linguistic assets to inspire learning and promote student efficacy. Consider how decisions and actions attend to racial equity and social justice (Oregon Educator Equity Lens). Consider the assets of students who experience disability.
- **Innovate.** Iterate through complex change with a spirit of possibility, centering in deep learning, student agency, and culturally sustaining practices.

1B. Guidelines for Distance Learning

General Education: An Overview of Guidelines for Distance Learning
Ensuring Care, Connection and Continuity of Learning for All Student

Social, Emotional and Mental Health: Ensure safety, belonging and mental health as a foundation for learning. Prioritize care and connection. Apply a trauma-informed lens when providing services.

Partnering with Parents, Families, and Caregivers: Center equity in all outreach and communication efforts with parents, families and caregivers. This includes honoring home language and culture and considering the strengths and needs of students. As educators, we have now become guests in the homes of the students and families we serve.

Instructional Time: Establish routines, expectations and priorities to facilitate instruction. Consider the environments and ages of the learners when planning instructional time, activities and connections.

Equity and Access: Ensure equity and access in all aspects of distance learning. Design instruction using the tenets of Universal Design for Learning (UDL)[2] to create the greatest access for students. Differentiate and use a variety of modes, resources and strategies with consideration for how students and families may be disproportionately impacted.

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[2] Please see this site for a brief introduction on UDL.

Teaching and Learning: Focus on essential learning, leveraging formative assessment and student assets to inform differentiation and extensions. Guarantee learning to support students on their path to college and career.

Operational and Administrative Logistics: Attendance: Every student is assigned to and regularly connects with a licensed or registered teacher. (Pending further guidance.) Report Progress: Provide and report on grades and/or progress marks. Provide Credit-Earning Options: Offer a variety of opportunities to earn high school credits.

Time: Teacher-Led Learning will be bolstered by other learning opportunities throughout the day. Distance Learning: Sample Instructional Day (K-12), is designed to help teachers and parents build a daily learning schedule for students across K-12. This prioritizes Teacher-Led Learning and also *expands learning* to include activities and experiences that reinforce skills and extend knowledge. Special Education Teams should consider utilizing *Teacher-Led time, Supplemental Activities, and Nutrition and Wellness* times to include in the planning for specially designed instruction. Please also see the sample schedules available on the Distance Learning for All Family and Educator Resources web page which include: time to complete assignments, enrichment time, academic time, free choice time, physical activity time, and other suggestions that will help fill out a complete day of learning for students.

1C. Special Education

Special Education teams should begin with a review of the Extended School Closure: Special Education Guidance document. The following steps are included as a starting place to review a student's Specially Designed Instruction.

1. **Districts and schools must develop distance learning plans to provide educational services to all students under the Governor's Executive Order 20-08.** Distance learning plans should be developed using tenets of a Universal Design Framework[3] to ensure that all students are considered when planning activities and lessons. This should be considered the general education services.
2. **Districts and schools should review student IEPs in context of the district's distance learning plan.**

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[3] Universal Design for Learning suggestions can be applied to any discipline or domain to ensure that all learners can access and participate in meaningful, challenging learning opportunities. www.cast.org

3. **To the maximum extent possible, the school team should implement the IEP as written, including Specially Designed Instruction, Related Services, and Supplementary Aids and Services.** "If an LEA continues to provide educational opportunities to the general student population during a school closure, the school must ensure that students with disabilities also have equal access to the same opportunities, including the provision of FAPE."[4]
4. **School Placement can be considered, but the general education move to Distance Plans does not require or constitute a change in placement for the student with an IEP.**
5. **Review Table 1 for recommended next steps, if the school team is unable to provide FAPE while schools remain closed under the Executive Order.**
6. **Districts should examine the effect of the closure on the student's progress toward their IEP goals and review the guidance for tracking goals during the closure**

Table 1:

If during the Extended School Closure and distance learning for all…	Then the IEP Team must ….

• *An IEP team determines the school/district cannot meet the requirements of the IEP as written*	• *Convene an IEP meeting, either virtually or on the phone,* **or**
	• *Enter into a written agreement with the parent/guardian agreeing to amend the IEP*
	• *Review the IEP goals, SDI, Related Services, and Supplementary Aids and Services*
	   • *Amend the IEP for the current setting and context,* **or**
	   • *Track and consider compensatory services once school resumes*

SECTION TWO: Reviewing IEPs and Making a Plan

2A. Review IEPs and the Distance Learning Plan

The intent of an IEP as defined by IDEA is provide the child with Free Appropriate Public Education (FAPE), which the Supreme Court has defined as "enabling a child to make progress appropriate in light of the child's circumstances" (*Endrew F. v. Douglas County School District Re-1, 137 S. Ct. 988*). IEPs should provide students who experience disability access to the

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[4] To review guidance from the USDOE titled "*Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak*," visit the USDOE website at https://www2.ed.gov/policy/speced/guid/idea/memosdcltrs/qa-covid-19-03-12-2020.pdf

general curriculum (i.e., the same general education context available to all students) and supports necessary to access the curriculum provided, to the maximum extent possible. That general education context is undoubtedly part of the child's circumstances that teams need to consider when providing for FAPE. The general education context across Oregon is currently Distance Learning for All.

Review the IEP

As teams review IEPs they will need to consider the new general education context for learning under Distance Learning for All. All students, for example, are in the same location in a home, they are not segregated by teachers, classrooms, or buildings. With this environment, the review of the IEP will focus on the student's individual disability, the goals written to support the student, and the instruction necessary to achieve those goals.

Mindset and Assets

Review the student's unique disability in relationship to the new learning context. For many of our students who experience disability, *this closure represents the first time in their educational history that they will be included to the same extent as their peers without disabilities.* This reality presents an opportunity to think creatively and boldly. Harness this opportunity to lean into inclusive practices. Inclusion starts by considering the strengths each person brings to the educational process. What are the assets, talents, and specific strengths the student brings each day to the learning environment?

Consider that a majority of students who experience disability in Oregon (60.9 percent), are served under categories that preclude the possibility of intellectual barriers[5] that will keep them from accessing Distance Learning for All. By rule, each of these students has the intellectual assets that allow them to access Distance Learning for All commensurate with their peers without disabilities. Additionally, 87.7 percent of students, protected under IDEA, currently are in general education settings more than 40 percent of their day (Federal Placement Code data, from 12/1/2019 SECC, as defined by EDFacts specification FS002). For those students who do experience intellectual barriers in accessing Distance Learning for All, or typically receive their education in significantly segregated settings, we equally need to consider the many assets, talents, and strengths they bring to this learning environment. Often it is the case that, as we evaluate services for students who have been identified for a disability, adult bias and historical patterns of instruction create limitations on student expectations.

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[5] Eligibility for a Language Impairment (based on a syntax, morphology, pragmatic or semantic disorder) cannot be the result of another disability (OAR 581-015-2135). Speech Impairments would not typically be the primary eligibility category for students with other disabilities. Emotional Behavior Disability requires an inability to learn that cannot be explained by intellectual, sensory, or health factors (OAR 581-015-2145(2)(a)(A)). To be eligible with a Specific Learning Disability, the child's rate of progress or pattern of strengths and weaknesses cannot be primarily the result of a visual, hearing, or motor impairment; intellectual disability or emotional disturbance (OAR 581-015-2170).

During this extended closure, it will be critical for school teams to evaluate the IEP with an asset-based mindset.

Review the Goals

Review the IEP goals written prior to the extended closure of schools. Most often the goals will remain the same throughout the extended closure. If a team decides that a goal is inappropriate given the current closure, the team could use the **Emergency Contingency Plan** to document changes to be made during Distance Learning for All or hold an IEP meeting to review with parent/guardian to adjust/change/or pause a goal until school resumes.

2B. Review Specially Designed Instruction

Overview of Specially Designed Instruction

Specially Designed Instruction (SDI) means adapting, as appropriate to the needs of each student, the content, methodology or delivery of instruction for the following purposes:
- (1) To address the unique needs of the student that result from the student's disability; and
- (2) To ensure access of any student experiencing a disability to the general curriculum in this instance, the district's Extended School Closure Guidance plan, so that the student can meet the educational standards within the jurisdiction of the agency that apply to all children.

Focus on Instruction

When evaluating the Specially Designed Instruction for a student in this context, it will be important for school teams to focus on the goals of the student, the unique learning situation created by Distance Learning for All, and the home environment of the student and family. The Service Summary Page, which lists the service, minutes, anticipated location, and provider will be a key place to start. The service type and minutes are critical for review during this closure.

> *Service Type: In alignment with the student goals*
> *Minutes: Written based on the unique needs of the student and the goals*
> *Location: Will not need to be adjusted or amended due to the closure. All students' location of service will be in the home setting during the extended school closure regardless of the location expressed on the IEP.*
> *Provider: The provider will not need to be amended if LEA or ESD. If another provider is listed, the team must review to determine if a change is necessary and/or appropriate.*

Key Questions to consider:

- What were you in the process of teaching before schools moved to extended closure?
- What activities did you have planned?
- What standards were you in the process of covering?
- Were there in-task schedules, task analysis, first then choices/boards that might be needed by learners and families to complete tasks and build learner independence?
  - Can those be emailed, gathered from school, or printed and sent home?
- What goals are no longer relevant or need to be approached differently during Distance Learning for All (e.g., peer interaction goals)?

"It is important to emphasize that federal disability law allows for flexibility in determining how to meet the individual needs of students with disabilities."[6]

2C. Evaluate the Minutes of Specially Designed Instruction that can be Delivered with Distance Learning for All

Using the Full School Day

As teams consider how to provide SDI to students in a Distance Learning for All model, it is critical that they consider the full range of educational services provided through the districts' Distance Learning for All plan. While it is true that ODE has recommended maximum daily guidelines for Teacher-Led Learning, that period of time should not comprise the entire Distance Learning for All experience. Teacher-Led Learning will be bolstered by other learning opportunities (i.e., Learning and Supplemental Activities, and Meeting Nutrition and Wellness Needs) throughout the day. This could mirror the school day, when students receive SDI during recess, peer interactions, lunch times, etc. SDI is not limited to 1:1 teacher instruction; therefore, SDI is not limited to Teacher-Led Learning times during the extended school closure.

Instructional Day Recommended Guidelines

Grade Level	**Teacher-Led Learning** Structured, grade-level learning directed by teacher and supported by teacher.	**Learning and Supplemental Activities** In addition to Teacher-Led Learning, led by the student and/or family.	**Meeting Nutrition and Wellness Needs** Breakfast, Lunch, Snack and Recess/Play breaks.
K-1	45 Minutes Maximum	1-2 Hours Recommended	2 Hours Recommended

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[6] To review guidance from the USDOE titled "*Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities*," visit the USDOE website at https://www2.ed.gov/about/offices/list/ocr/frontpage/faq/rr/policyguidance/Supple%20Fact%20Sheet%203.21.20%20FINAL.pdf

Grade Level	Teacher-Led Learning Structured, grade-level learning directed by teacher and supported by teacher.	Learning and Supplemental Activities In addition to Teacher-Led Learning, led by the student and/or family.	Meeting Nutrition and Wellness Needs Breakfast, Lunch, Snack and Recess/Play breaks.
2-3	60 Minutes Maximum	2 Hours Recommended	2 Hours Recommended
4-5	90 Minutes Maximum	3 Hours Recommended	2 Hours Recommended
6-8	30 Minutes per Subject; 3 hours Maximum	1-2 Hours Recommended	2 Hours Recommended
9-12	30 Minutes per Subject; 3 hours Maximum	1-2 Hours Recommended	2 Hours Recommended

Options for Engaging Students who Experience Disability in Distance Learning for All

Consider the first grader in this example. Outlined are the Teacher-led activities and Supplemental Activities that could be used to support the student's unique disability and learning situation. This model would not require an amendment to the IEP, a PWN, or an IEP meeting since the SDI could be implemented as written on the IEP.

Student A - First Grade Student
Teacher led activities: 225 minutes per week
SDI: 450 minutes
Speech: 25 minutes per week

Teacher-Led 225 minutes per week (45 minutes/day)	Supplemental 5-10 Hours per week (1-2 hours per day)
Distance Learning activities offered by the general education teacher includes activities that target identifying letters, copying tasks, identifying numbers, counting activities (30 minutes of the 45 minutes per day) **Speech**- consults with parent one time per week to discuss activities and extension activities to do for the week (10 minutes) **Special Education Teacher-** collaborates with general education teacher on materials and accessibility/ phone calls with parents to discuss weekly lessons (15 minutes)	**Reading Activities provided by the Teacher**- 15 minutes/day The General Education Teacher collaborates with the Special Education Teacher on assigning courses. **Book Read Alouds**- 15 minutes per day - parent or virtual - SLP one time per week - Sped teacher one time per week **Math Activities**- 15 minutes per day

Teacher-Led 225 minutes per week (45 minutes/day)	Supplemental 5-10 Hours per week (1-2 hours per day)
	Sensory and Developmental Play activities provided by the school- 15 minutes per day
SDI- 165 minutes Speech- 10 minutes	SDI- 75 minutes Reading Activities SDI- Read Aloud- 60 minutes Speech- Read Aloud- 15 minutes SDI- Math Activities 75 minutes SDI- Sensory and Play Activities 75 minutes
SDI: 165 minutes per week* SPEECH: 10 minutes per week	SDI: 285 MINUTES SPEECH: 15 MINUTES

2D. Plan Instruction and Activities Related to the Student's Goals

Moving to Distance Learning for All Q& A for Instructional Planning
(Adapted from Guidance Developed by the Teaching Diverse Learners Center at the Ohio Center for Autism and Low Incidence (OCALI)).

What were you in the process of teaching before schools moved to Distance Learning for All? What activities did you have planned? What standards were you in the process of covering?
- Stick with the plan but think flexibly.
- Send home any materials (digitally or in take-home packets or blizzard bags) that were created for learners to use during instruction. Record small videos or hold short, live video conferences with students to teach and demonstrate/model.
- Break activities into small chunks that can be completed over multiple days in small segments of time – no more than 15 minutes.
- Add in familiar tools and strategies that students will be able to use independently.

What were you planning to teach next month, and the next and the next? What units of study were coming next? What standards still remain untaught?
- There have been many new digital resources that have been shared via social media. Sift through resources to find material that may be used in teaching the upcoming topics/content.
- Design new materials and learning opportunities in the format described in the question above.
- Select materials/manipulatives that might be available at home or send materials to families in resource toolkits.

- Offer a choice card or chart that allows students and families flexibility in choosing learning activities that match resources at home.
- Think fun! Think movement! Think creatively when designing activities.
- Support all activities with access tools and features. Make sure all activities are accessible to all students. Some students may need additional supports (e.g., graphic organizers for writing, step by step instructions for tasks, video demonstrations, social stories).

What daily schedule were your students used to following? How can it be adapted to work in a home environment? Note: Think ease of use for families and flexibility.
- Share your weekly schedule with families, including times of day. Some students will need to continue familiar routines as much as possible.
- Model the use of visual and tactile schedules, task analysis and first/then systems with families as needed.
- Take pictures of object schedules that families could possibly replicate at home. Repurpose home objects to create tactile schedules and/or schedule or calendar boxes. For example, use a set of drawers, plastic containers or a group of boxes arranged in a linear row to represent different times of day or days of the week. Each drawer or box would contain tactile items/symbols to indicate the next task or event.
- Create an adapted version of the daily schedule that offers flexible options rather than single choices.
- Share the first/then strategy and tools with families.
- Communicate with families that the schedule can be as flexible or as traditional as they need it to be to meet their needs at home.
- Share alternate versions of the daily schedule that students can use as they would at school.
- Suggest the use of timers at home if they are used at school. (phone/watch timer, egg timer, sand timer, digital online timer, etc.,)
- Look online to access and create visual schedules. Companies like Boardmaker have offered many free examples and access to their software during this time.

Were there in-task schedules, task analysis, first then choices/boards that might be needed by learners and families to complete tasks and build learner independence? Can those be emailed, gathered from school or printed and sent home?
- Gather up and send home as many of these tools as possible.
- Send digital copies of these tools home to families if they can print them.
- Use adapted versions of these tools using found objects in the home as described above when needed.
- Work with families and other school staff (paraeducators, therapists, aides, etc.,) to create tools for support in the home.
- Send assistive technology tools used in the classroom home for use during school closure.
- Check in with local lending libraries to see if they have and can ship assistive technology tools home for short term use.

Are there digital resources that can be used in place of traditional class materials?
- Example: teacher read aloud – use online videos or live streams of storytellers
- Example: using manipulatives – virtual manipulatives
- Example: field trip – virtual tours and experiences
- Example: paper materials – digital materials using teacher created, free access or short-term trials
- In partnership with Oregon educators, ODE is developing the [Oregon Open Learning OER site](#) to maintain a repository of high-quality digital materials.

How do we develop transition/functional skills across home, work, community during school closure?
- Pair everyday skills together with academic skills (e.g., cooking projects, building projects, organizing projects).
- Include these skills in the daily schedule.
- Some work and community skills can be simulated online (e.g., grocery shopping, planning travel instructions, developing lists of community resources).
- It's a great time for research and gathering input on strengths and needs. Teams can have students and families track everyday skills that are challenging and those that students can perform independently during time at home.
- Watch videos of different jobs and select a few that the student might be interested in pursuing.

How do we help families and students maintain emotional and physical health during time at home? Remember movement in both activities and daily schedule. Schedule twice as many breaks/recesses as usual.
- Suggest ideas for movement in and around the home. Remember: some of these activities can also be functional skill development. (e.g., sweeping, dusting, yard work, laundry, dishes, cooking, exercise videos, homemade obstacle course, change sheets on the bed, take a shower/bath, walk the dog, clean out animal stall or pet cage/tank, etc.,)
- Don't forget the arts. Ideas: music, dancing, singing, playing games, puppet shows, mini-plays, make arts and craft projects, make sensory materials like playdough or glitter jars, coloring pages, movement activities, stretching, play homemade or other instruments, play piano, make mud pies, go on a nature walk and make art, baggie books or wind chimes with found objects, etc.
- Make a communication plan with the family and follow the plan.
- Try to connect students with other students, if possible.
- Try to connect students with other staff members, if possible.
- Share enough resources and information to set families up for success, but not too much that might overwhelm them.
- Loosen the reins on expectations.
- Offer families access to contact information that they can use in their time of need (e.g., general or special educators' contact information, school counselor's or school social worker's contact information)

SECTION THREE: Amending IEPs as Necessary

When the team has determined, upon review of the IEP, that obligations cannot be met as described due to the extended closure of schools, then the team *must* consider options for amending the IEP, and for some students plan for Extended School Year or Compensatory Education, where appropriate. Changes to a student's IEP (including to service minutes) must be based on the individual need of the student in order to access Distance Learning for All or ensure FAPE. All of the options discussed in this section should be planned with parents and caregivers as partners during this process. **Teams can choose to use the written agreement process to amend the IEP itself and provide Prior Written Notice, _or_ use the Emergency Contingency Plan.** Teams **do not** need to complete both steps 3A and 3B when making changes based on the extended school closure.

The Oregon Department of Education believes there will be a need to support some students who experience disability through Extended School Year or Compensatory Education in addition to providing FAPE to the extent possible through Distance Learning for All. This additional support will likely be needed for students who cannot access the general education options, who were previously in segregated classes, or whose goals and services cannot be met under the district's Distance Learning for All Plan. These options do not replace the requirement for a district to evaluate the impact that extended school closure had on all students who experience disability. The Department will be releasing further guidance for districts to identify, track, and plan for the small percentage of students for whom this may be appropriate.

3A. Use a Written Agreement and Prior Written Notice

At any time during an IEP cycle, a team can amend the components of an IEP. This amendment can include, but is not limited to goals, specially designed instruction, supplementary aids and services, and placement. During the extended school closure, when a team evaluates SDI and determines there should be a change in the goals, service type, or instructional minutes provided, they should consider the following steps:
1. Communicate with parent/guardian about the change
2. Write a Prior Written Notice outlining the change and reason for such change
3. Use the written agreement process to amend the IEP
    a. This is not required to be changed in any state-level reporting system, but only documented to ensure the district/school and the parent understand the changes and agree collectively.

3B. Use the Special Education Emergency Contingency Plan

Template for the Special Education Emergency Contingency Plan
(This form was adapted from Texas Education Agency's Special Education Emergency Contingency Plan.)

- A fillable PDF version of the Special Education Emergency Contingency Plan
- A static PDF version of the Special Education Emergency Contingency Plan
- A Microsoft Word (.docx) version of the Special Education Emergency Contingency Plan

Use of the Special Education Emergency Contingency Plan.
During the extended closure of schools, the Oregon Department of Education has drafted an Emergency Contingency Plan which *may be used to amend an IEP without a prior written agreement or prior written notice.* This form can only be used during the period of extended closures under the Governor's Executive Order 20-08 and subsequent extension of the school closure, unless otherwise stated by the Department of Education. This form also *must include parental consent*; if a parent does not agree to the changes outlined in the form, the IEP team must convene to review the IEP. Please note that this is different than parent agreement to use the form as an amendment to the student's IEP (see below).

The Special Education Emergency Contingency Plan is designed to support school teams in effectively communicating with parents on services provided during the time schools are closed. This form should be completed with the Distance Learning for All plan in mind. For each section, it is recommended that information written clearly represents changes in the student's IEP during this time of closure. *This does not need to be a rewrite of the IEP, but rather an indication of where changes are made to the existing IEP. For sections that will not change, the district could say "No changes; see attached IEP" or similar.*

As the form notes, it may be used to document the temporary special education services that are feasible and safe to provide to an individual student while a local education agency (LEA) is closed but continuing to provide Distance Learning for All during the COVID-19 pandemic.

- While some or all of the information recorded in this document may come from the student's individualized education program (IEP), this form is not intended to serve as, or to replace, the most recent IEP agreed upon by the student's IEP team.
- **Without documented parent / guardian / person in parental relationship agreement under 34 CFR §300.324 to amend the student's IEP, this document should not be considered a fulfillment of an IDEA requirement.**
- It may be used for documenting services that will be provided so that there is clarity for both parents/guardians/persons in parental relationship and educators during this unique situation and to assist the IEP team in determining what, if any, compensatory services will be provided to the student once school reopens.

- LEAs must coordinate with a student's parents / guardians / persons in parental relationship in the completion of this document, and it must be individualized for each student.

If a district wants to use the Special Education Emergency Contingency Plan, the parent/guardian/person in parental relationship to the student must participate in its completion. Similar to an IEP, however, the school team may generate a draft document <u>as long as they ensure meaningful parent participation in the final plan</u>. This form generally does not serve as an amendment to the IEP, though it could be used as such with parental agreement:

Do the student's parent/guardian/person in parental relationship and the LEA agree that this document serves as an amendment to the student's IEP under 34 CFR §300.324? ☐ YES ☐ NO

If yes, how/when did the student's parent/guardian/person in parental relationship agree that this document will serve as an amendment to the student's IEP under 34 CFR §300.324?

[   ]

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In the event that this form is to be used as an amendment to the IEP, it is critical that school teams clearly document how and when the parent/guardian/person in parental relationship verified their agreement with the changes. Parents/guardians/persons in parental relationship are under no obligation to agree with this document serving as an amendment to the student's IEP. Like consent, parent agreement is voluntary and must be informed. However, even if the form does not serve as an amendment to the IEP, districts can still choose to use it to document services provided during Distance Learning for All.

The next section reviews how the services required under the previously discussed IEP could be documented as a Special Education Emergency Contingency Plan. Note that this represents a different take on how a district could choose to implement the previously discussed IEP. As noted earlier, there is no one right way to provide support for students who experience disability through Distance Learning for All. We strongly encourage innovation and iteration in the process. Please review the PDF of this special education emergency contingency plan.

3C. Hold an IEP Meeting

For situations where the IEP cannot be implemented as written, neither the written agreement nor the contingency plan is appropriate, or the parent disagrees with proposed changes, the district will need to hold an IEP meeting to amend the IEP. To be clear, it is ODE's belief that it should be a very small percentage of students who experience disability who will need to have an IEP meeting held as a result of the shift to Distance Learning for All. Where teams determine it necessary to hold an IEP meeting, districts are reminded of the many options to hold

meetings either virtually or over the phone as well as the 'excusal' and 'attendance not necessary' provisions of the IDEA (34 CFR § 300.321(e)). About these options, the IEP Team Oregon Administrative Rule (581-015-2210) shares:

> (3) IEP team attendance:
>
> (a) A member of the IEP team described in subsection (1)(c) through (1)(f) is not required to attend an IEP meeting, in whole or in part, if the parent of a child with a disability and the school district agree in writing that the attendance of the member is not necessary because the member's area of the curriculum or related services is not being modified or discussed at the meeting.
>
> (b) A member of the IEP team described in subsection (1)(c) through (1)(f) may be excused from attending an IEP meeting, in whole or in part, when the meeting involves a modification to or discussion of the member's area of curriculum or related services, if:
>
> (A) The parent and school district consent in writing to the excusal; and
>
> (B) The member submits, in writing to the parent and the IEP team, input into the development of the IEP before the meeting.

While it is an option to convene the entire IEP team, districts may also make use of these options as appropriate when they determine IEP meetings are necessary.

SECTION FOUR: Sample Plans and Resources

4A. Sample IEP and Plan

This section is designed to show one interpretation of how this guidance could be implemented within a school district for a student who experiences disability (Student B). The following pages share an actual Oregon IEP we received from a partner school district, redacted to protect student and district confidentiality. Please review the PDF of the entire IEP. After reviewing the IEP on the next pages, we will walk through sections of the IEP, focusing on how it could be transformed into an offer of FAPE through Distance Learning for All. *Please note that this is one interpretation as an exploration of the practical implications of this guidance. It is not the only way this work could be done, and it will vary from district to district context, in light of their Distance Learning for All plan.*

There is no one right way to continue the learning experience for a student through Distance Learning for All.

Category: Written Language

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (if yes, short-term objectives are required)
☑ No

Goal:

Given instruction, opportunities, and supports such as graphic organizers ███ will use 3 different prewriting strategies to organize and develop the focus of his essay to work towards grade level standards receive scores of 3 in the areas of Focus and Organization on the writing scoring rubric on 3 out of 5 writing samples.

Present Level:

Currently, ███ is at a level 2, developing, in the trait areas of Focus and Organization. Scores of 3 are proficient at grade level.

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (if yes, short-term objectives are required)
☑ No

Goal:

Given instruction, opportunities for practice with revising ███ will revise writing for correct syntax demonstrated by use of correct subject/verb agreement, correct and consistent verb tense, and use of at least 1 compound/complex sentence in each paragraph to work toward grade level standards receive score of 3 in the area of Language/Vocabulary on the writing scoring guide rubric on 3 out of 5 writing samples.

Present Level:

Currently, ███ is at a level 2, developing, in the trait area of Language/Vocabulary. Scores of 3 are proficient at grade level.

Is the goal area related to alternate assessments aligned to alternative achievement standards? ☐ Yes (if yes, short-term objectives are required)
☑ No

K. SERVICE SUMMARY

Specially Designed Instruction

Service Area	Provider	Role	Anticipated Location	Time	Frequency	Start Date	End Date
Written Language	LEA	Special Education Teacher	Gen Ed Classroom	30 Min	per week	████	████
Written Language	LEA	Special Education Teacher	SPED Classroom	90 Min	per week	████	████

As a reminder, the Oregon Department of Education recommends IEP teams use the Extended School Closure Special Education Guidance planning for the provision of FAPE through Distance Learning for All in coordination with this document.

The steps outlined below are a reference for how an IEP team *may* consider implementing SDI during the extended school closure.

Step 1: Develop distance learning plans to provide educational services to all students
Under step 1, the district developed a distance learning plan with robust application of the Universal Design for Learning principles throughout. *To note, UDL is embedded in the Distance Learning for All documents and is not solely the responsibility of special education*. If a district has not yet started to review UDL as outlined in the Distance Learning for All guidance, Special Education teams can be great partners to help develop and refine plans. The distance learning plan provides all students with multiple means of representation, multiple means of action and expression, and multiple means of engagement, as follows:

The following information can be found at the CAST website which provides free resources and tools for educators and families.

- *Multiple Means of Representation*
  - Learners differ in the ways that they perceive and comprehend information that is presented to them.
- *Multiple Means of Action and Expression*
  - Learners differ in the ways that they can navigate a learning environment and express what they know.
- *Multiple Means of Engagement*
  - Learners vary in the motivation for engagement and there is not one means of engagement that will be optimal for all learners in all contexts.

Step 2: Districts and schools should review student IEPs in context of the district's distance learning plan.

The IEP under review is for a student who experiences a Specific Learning Disability. The student has challenges associated with dysgraphia, which significantly impacts his ability to convey ideas through writing. Because the district developed their plan with UDL in mind, this classroom teacher uses options for all learners to access materials. This allows many supports already available for this student to support challenges with writing. They include:
- All students can read the lesson, watch the teacher speaking about the assignment, and interact with peers during the instructional phase.
- All students can write, record, or sing their writing assignments.
- All students can choose to have a partner or work independently on the writing assignment.
- All students have access to Voice Typing within Google Docs.

In reviewing this student's IEP, we note that this student will likely need support to access the following general education activities under the district's Distance Learning for All plan:
- All writing tasks
- Language Arts course content
- Written responses to questions in other subject areas (e.g., social studies, science, math)

Additionally, his or her IEP has goals related to written language as follows (only a few are listed below):
1. Given instruction, opportunities, and supports such as graphic organizers [student] will use 3 different prewriting strategies to organize and develop the focus of his or her essay to work towards grade level standards to receive scores of 3 in the areas of Focus and Organization on the writing scoring rubric on 3 out of 5 writing samples.
2. Given instruction, opportunities for practice with revising [student] will revise writing for correct syntax demonstrated by use of correct subject-verb agreement, correct and consistent verb tense, and use of at least 1 compound/complex sentence in each paragraph to work toward grade level standards to receive score of 3 in the area of Language/Vocabulary on the writing scoring guide rubric on 3 out of 5 writing samples.

3. Given access to assistive technology and instruction and supports for use [student] will use assistive technology to correct conventions errors on a paragraph to work toward state standards 80 percent accuracy on conventions.

Specially Designed Instruction Noted on the IEP include:
- SDI: Written Language, Special Education Teacher in General Education Classroom, 30 minutes per week
- SDI: Written Language, Special Education Teacher in Special Education Classroom, 90 minutes per week

Step 3: To the maximum extent possible, the school team should implement the IEP as written, including Specially Designed Instruction, Related Services, and Supplementary Aids and Services.

Implementing this IEP in a Distance Learning for All context *may* require a school team to consider:
- Student being provided with the same checklists and graphic organizers used in the normal school setting.
- Special education teacher and general education teacher consulting at least once per week to discuss the following:
  - upcoming lessons specific to writing challenges,
  - where this student's goals can be implemented within the regular Distance Learning for All lessons,
  - how accommodations will be provided, and
  - how the two of them can share responsibility for ensuring goals are implemented over the course of the next week
  - Also consider virtual staff meetings to support this work as needed.
- General education teacher requesting the student to join their "office hours" one day each week to focus on supporting this student's writing needs in the context of the general education lessons being taught that week.
- General education teacher and special education teacher having one day per week of office hours where the time coincides. The student participates via web conference or conference call to work on specially designed instruction for written language. Other students who require support in writing join in this educational opportunity.
- Special education teacher sharing instructional resources each week focused on writing, in line with the content already being taught during normal school operations. Student and family access those instructional resources and use special education teacher's office hours, and other shared communication mechanisms, to gain support as needed. These can include:
  - Below is a sample schedule that could be used to support SDI during the extended school closure. A weekly writing prompt, to be completed using assistive technology. Writing for this could be completed according to the following schedule:

- Monday: In an email, the special education teacher introduces the topic and recommends prewriting strategies (e.g., discussion of topic with family, listing ideas, mind mapping, the Journalists' Questions) student can use to brainstorm possible response ideas, in order to create a draft of a graphic organizer.
- Tuesday: Edit and revise graphic organizer to ensure sufficient content, especially supporting details, are included. Draft the first response to the writing prompt. Student submits first draft to special education teacher for review and comments.
- Wednesday: Student edits the first draft independently (with the support of his family to the extent possible) while teacher works to provide feedback. Teacher provides feedback.
- Thursday: Student creates a second draft of the document that incorporates their edits from yesterday and the teacher's recommended feedback. Student, special education teacher, and general education teacher review during weekly office hours.
- Friday: Student generates and submits final draft based on the session with teachers yesterday.
- Special education teacher sets aside 90 minutes over the course of the week to focus Teacher-Led instructional time on written language. This student (and others who need support in written language) join in this instructional time as much as possible.

Step 4: School Placement

There is nothing about the changes in implementation of this IEP due to a shift to Distance Learning for All that impacts placement. The school team does not need to do anything for this step.

Remember that the district did not act to place a student in that environment. The district is simply providing special education services to the greatest extent possible under the circumstances until the student returns to their typical educational environment. Because the decision to close school buildings was not the district's decision, any distance learning plan developed for a student does not constitute a material change in services or a substantial change in placement.

Step 5: Steps if the school team is unable to provide FAPE

The school team worked through this IEP and is providing a robust set of services and supports that will allow this student to continue progressing towards his or her IEP goals. They are providing comparable services to those s/he received per his or her IEP while schools were in session. Where there have been deviations, the school team has noted them, shared them with the parents, and will maintain appropriate documentation. The parent and the school team agree that this plan will provide FAPE during Distance Learning for All, and the IEP team will reconvene to discuss student progress and make appropriate decisions once schools resume normal operations. No amendment, PWN, or IEP meeting is needed at this time.

Step 6: Districts should examine the effect of the closure on the student's progress toward their IEP goals and review the guidance for tracking goals during the closure.

The school team reviewed the IEP and their plan for implementing it and will track progress by maintaining copies of each submission towards the weekly writing prompt, with data from the submission rates using the same writing scoring guide rubric that was used when schools were in normal operation. They will report progress to the parent using the same progress reporting frequency they did when schools were operating normally.

4B. Sample School District Plans

The Department would like to thank the contributors of this document, but also the School Districts below who willingly shared their plans and best thinking as they approach Distance Learning for All. The Department is not adding these as guidance, but rather tools for Districts to support and learn from one another.

Central School District: Fourth-Fifth Grade

Student C - Fifth Grade Student
Teacher led activities: 450 minutes per week
SDI: 360 minutes
Related Services: 30 minutes per month

Goal Area	Goals	SDI
Writing	Proficiency in narrative and informational writing	30 minutes per week
Math	Add/subtract two by two, multiplication repeated addition, place value and operation of word problems	150 minutes per week
Assistive technology in partnership with reading	Use tools effectively to access materials	20 minutes per week
Self-Advocacy	Explain Assistive technology tools, understand and advocate which tool works for him	30 minutes per week
Reading	CVC, sight word primer list, read long and short vowel words, demonstrate comprehension of 4th grade text	100 minutes per week

Goal Area	Goals	SDI
Behavior/Social Emotional	Follow adult directions, complete work expectations, problem solving, coping strategies	30 minutes weekly
Related Services: Assistive Technology		30 minutes per month

Access to Technology and Wi-Fi	
Teacher-Led **450 minutes per week (90 minutes/day)**	**Supplemental** **15 Hours per week (3 hours per day)**
Distance Learning activities offered by the general education teacher include activities that targets math at his or her level, writing supports like graphic organizers and sentence frames, math at his or her level, system 44 for reading skills, social emotional lessons focusing on problem-solving and coping strategies. **Assistive technology** specialist consults with sped teacher and/or parent/student on AT usage and troubleshooting on how to access and use the AT tools- 15 minutes every other week. **Consult:** Weekly contact with sped teacher and parent to collaborate on lessons for the week and assistive technology supports- 10 minutes per week **SDI:** Weekly facilitated phone calls with mental health associate to target behavior goal- 15 minutes per week **SDI:** Direct instruction reading lesson with special education staff- 30 minutes per week **SDI:** Direct Instruction math lesson with special education staff- 45 minutes per week	**Khan Academy Courses**- 45 minutes/week General Education Teacher collaborates with the Sped Teacher on assigning courses. **ZEARN**- 30 minutes per week **Assistive Technology**- 20 minutes/week • Identify and use tools in extension and class activities. • Use tools on a web search of his or her topic of choice.
SDI- General Education Teacher Math- 15 minutes/ day (75 mins per week) Reading-15 minutes/ day (75 mins per week) Writing- 15 minutes/ day (75 mins per week)	**SDI:** 95 minutes per week Khan Academy: 45 minutes

Access to Technology and Wi-Fi	
Teacher-Led **450 minutes per week (90 minutes/day)**	**Supplemental** **15 Hours per week (3 hours per day)**
Social Emotional 15 minutes per week **SDI- Other** Assistive technology- 10 minutes per week Social Emotional- 15 minutes per week Reading- 30 minutes per week Math- 45 minutes **Related Services** Assistive Technology- 15 minutes every other week	**Zearn**: 30 minutes **AT**: 20 minutes
SDI: 340 minutes per week* **Related Services: 15 minutes alternating week**	**SDI: 95 minutes per week**

***less than teacher led activities in case not all activities apply. Note that SDI is higher than the amount listed on IEP so there may be some flexibility.

District provides access to technology and wi-fi, if needed. Due to other circumstances, student is unable to access technology then IEP revision/modification is needed.

Goal Area	Goals	SDI
Writing	**Proficiency in narrative and informational writing**	Reduce to 15 minutes per week (30 minutes per week)
Assistive technology in partnership with reading	Use tools effectively to access materials	Remove from IEP at this time (20 minutes per week)
Self-Advocacy	Explain Assistive technology tools, understand and advocate which tool works for him or her	Remove from IEP at this time (30 minutes per week)
Reading	CVC, sight word primer list, read long and short vowel words, demonstrate comprehension of 4th grade text	Remain the same since AT listed above (100 minutes per week)

Goal Area	Goals	SDI
		Target comprehension in phone calls where staff can read to him or her.
Related Services		Remove from IEP at this time (30 minutes per month)

All Packet- based- IEP revision to remove AT portions of IEP (related services, 20 min AT)	
Teacher-Led **450 minutes per week (90 minutes/day)**	**Supplemental** **15 Hours per week (3 hours per day)**
Distance Learning activities offered by the general education teacher includes activities that targets math at his or her level, writing supports like graphic organizers and sentence frames, math at his or her level, system 44 for reading skills, social emotional lessons focusing on problem-solving and coping strategies. **Sped Teacher**- collaborates with general education teacher on materials and accessibility/ phone calls with parents to discuss weekly lessons (15 minutes) **Consult:** Weekly contact with sped teacher and parent to collaborate on lessons for the week and assistive technology supports- 10 minutes per week **SDI:** Weekly facilitated phone calls with mental health associate to target behavior goal- 15 minutes per week SDI- Weekly facilitated phone calls from special education staff with students to provide lesson and supports for general education curriculum over the phone- 15 minutes	**Book Read Alouds**- 15 minutes per day • Parent • Sped (modeling and SDI activities) one time per week **Math Activities**- 10 minutes per day • Practice worksheets (parent provided with general guidance to create on their own) • Sorting tasks (parent provided with general guidance of setting up multiplication as repeated addition) **Writing Activities:**10 minutes per day • Journal • Dictate to a family member how to do a favorite or life skill activity (e.g. making a sandwich, starting a videogame) **Literacy Activities: 15 minutes per day** Give families ideas of how these can be used every week in new and novel ways • Flash Cards • Sight word lists • Identify letters and words in print available in the home

All Packet- based- IEP revision to remove AT portions of IEP (related services, 20 min AT)	
Teacher-Led **450 minutes per week (90 minutes/day)**	**Supplemental** **15 Hours per week (3 hours per day)**
SDI- General Education Teacher Math- 15 minutes/ day (75 mins per week) Reading-15 minutes/ day (75 mins per week) Writing- 15 minutes/ day (75 mins per week) Social Emotional 15 minutes per week SDI: other Social Emotional- 15 minutes per week SPED Consultation- 15 minutes per week SPED Student- 15 minutes per week	SDI- Read Aloud- 75 minutes per week Math Activities- 60 minutes per week Writing Activities- 60 minutes per week Literacy Activities- 75 minutes per week
SDI: 295 minutes per week	SDI: 270 minutes per week

***less than teacher led activities in case not all activities apply

Beaverton School District

Specially designed instruction and related services in a distance learning format will be delivered via a combination of general education instruction directed by the special education service providers, special education provider-led direct instruction, and additional materials and activities designed by service providers that address IEP goals and are worked on by the student independently or the assistance of a family member with consultation from a provider.

Distance learning specially designed instruction and related services will follow the four- stage instructional model of I Do, We Do, You Do, and Feedback. This model of instruction follows the idea that the provider instructs on the key concept, then the provider and the student work on the concept together, and finally the student practices the concept.

SDI and Related Service Delivery Model			
I Do	***We Do***	***You Do***	***Feedback***
The "I Do" stage of instruction will be direct instruction, instruction from the provider or by general education teacher or paraeducator, under the direction of the provider, to the student that is delivered in synchronous or asynchronous formats. This stage will involve the teacher providing information on the skill or content area the student will be working on. • Live virtual meeting through Zoom, Google Hangouts, Microsoft Teams, etc. • Telephone conversation • Pre-recorded videos	The "We Do" stage of instruction will be synchronous and will be a time for the provider, general education teacher, or paraeducator and student to work together during the predetermined office hours. This meeting time should be arranged between the provider and the student's guardian. • Live virtual meeting through Zoom, Google Hangouts, Microsoft Teams, etc. • Telephone Conversation • Real-time Google Suite application collaboration	The "You Do" stage of instruction will be the practice stage for the student. • Completion of assigned tasks through written, oral, typed, or video demonstration. • This work might be computer based applications or packets. • Completion of these tasks are done independently or with the assistance of a family member with consultation with the provider.	The "Feedback" stage occurs when the provider reviews the assignment(s) and provides feedback to the student on the work. This feedback then assists the provider in determining if additional instruction is needed.

What is SDI	What is NOT SDI
- Pre-Recorded instructional videos focusing on student goals - Targeted levels in curriculum including but not limited to I-Ready, Unique, Apex, ALEKS 1:1 or small group live instruction via zoom - Co-teaching with a general education teacher or related service providers through a pre-recorded video or live 1:1 or small group instruction - Instruction provided by the general education teacher, paraeducator, or parent under the supervision and direction of the Special Education provider - Supplemental materials provided to the student virtually or via paper/pencil that relate to the student's IEP goals	Parent/Guardian-directed instruction